

Textbook Alignment to the Utah Core –Orchestra 1

*This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list
(www.schools.utah.gov/curr/imc/indvendor.html.) Yes _____ No _____*

Name of Company and Individual Conducting Alignment: _____

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

☐ On record with the USOE.

☐ The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): Orchestra I Core Curriculum

Title: _____ **ISBN#:** _____

Publisher: _____

Overall percentage of coverage in the *Student Edition (SE)* and *Teacher Edition (TE)* of the Utah State Core Curriculum: _____%

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: _____%

STANDARD I: (Perform): Students will use body, voice, and instruments as means of musical expression.

Percentage of coverage in the *student and teacher edition* for Standard I: _____%

Percentage of coverage not in student or teacher edition, but covered in the *ancillary material* for Standard I: _____%

OBJECTIVES & INDICATORS

Coverage in *Student Edition (SE)* and *Teacher Edition (TE)* (pg #'s, etc.)

Coverage in *Ancillary Material* (titles, pg #'s, etc.)

Not covered in TE, SE or ancillaries ✓

Objective A: Produce a beautiful tone.

•	Demonstrate correct playing position, including the position of the instrument and the right and left hands.			
•	Demonstrate how to release muscle tension and focus arm weight into the strings.			
•	Play with a straight bow stroke and use different parts of the bow: middle, tip, frog, full bow.			
Objective B: Demonstrate technical performance skills.				
•	Practice and perform with habits that enable accurate intonation; e.g., tune strings, match pitch, play half and whole steps, master different finger patterns, and play various scales accurately.			
•	Demonstrate bowing techniques appropriate to the style of music to be learned; e.g., slurs, connected (legato, detache), stopped, (staccato, marcato), and/or bounced (spiccato).			
•	Perform a range of dynamic contrasts and tempo changes.			
•	Demonstrate technical fluency and speed.			
•	Discover how to play at least one simple folk song by ear.			
Objective C: Demonstrate notational literacy.				
•	Identify and define standard notation terms and symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.			
•	Demonstrate use of music symbols through copying short passages (and/or writing dictated rhythms and pitches) and playing from them.			
•	Demonstrate reading fluency through singing and reading games and/or exercises			
•	Sight-read a new piece with the correct rhythms and pitches.			
Objective D: Demonstrate productive rehearsal habits.				
•	Come to rehearsal prepared, do your best, and respect others.			
•	Assist in the care of facilities and equipment.			
•	Demonstrate knowledge, use, and care of instrument.			
•	Explain and/or teach the principles of any of the performance objectives to classmates as needed.			
Objective E: Perform varied repertoire.				
•	Perform acceptably in public and/or for adjudication orchestra pieces in the style indicated.			

•	Identify and define standard notation terms and symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.			
•	Demonstrate ability to follow the conductor.			
•	Successfully prepare and perform accompanied solos and small ensemble pieces.			
•	Display performance etiquette.			
STANDARD II: (Create): Students will improvise and compose music.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard II: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective A: Improvise rhythmic and melodic ideas and phrases.				
•	Explore possibilities of sounds that can be produced on the instrument.			
•	Improvise simple rhythms.			
•	Improvise simple melodies using limited pitches and/or creating variations of a familiar tune.			
Objective B: Record musical thoughts in standard notation.				
•	Practice notation skills through copying music and/or playing rhythm and staff games.			
•	Notate improvised and/or dictated rhythms and pitches separately.			
•	Combine notated rhythms and pitches to make a melody and notate it on the staff.			
•	Move from sound to symbol individually or as a class.			
•	Improvise short melodic phrases, variations of a given phrase, and/or a consequent phrase for an antecedent phrase.			
•	Invent a notation system that describes the music you improvised or reminds you what to play next.			

•	Notate the rhythms and pitches on a staff.			
Objective C: Write original melodies and short compositions.				
•	As a class or individually, compose a simple melody, notate it on the staff, and play it.			
•	As a class or individually, write a composition or an arrangement that fits a simple music form such as AB or ABA.			
STANDARD III: (Listen/Analyze/Evaluate): Students will expand music listening skills and use music vocabulary to analyze and evaluate music.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard III: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective A: Analyze and evaluate musical examples				
•	Describe music events/changes as they occur in performance repertoire or in recorded examples; e.g., tempo dynamics, instrumentation.			
•	Explain how music you play is constructed; e.g., identify the time signature and any changes; find and play the key/home note; identify the form (AB, ABA, rondo, theme and variations).			
•	Discuss these characteristics of the music listened to or played.			
•	Compare and contrast styles from a variety of cultures and time periods.			
•	Describe the emotions and thoughts the music communicates and how it does so.			
Objective B: Evaluate ensemble performances.				
•	List important criteria for determining the quality of a music performance.			
•	Using this list, identify, analyze, and evaluate strengths and weaknesses in performance and prepare suggestions for improvement.			
•	Demonstrate proper behavior while at a concert.			
•	Compare/contrast live musical performances with recordings.			

Objective C: Document personal growth as a musician.				
•	Using the criteria from Objective B, evaluate strengths and weaknesses in personal performance.			
•	Organize and maintain records of completed work; e.g., recordings, writings, self/peer/teacher/adjudicator assessments.			
•	Select a piece of own completed work that most clearly illustrates and explain this choice to teacher and/or parents.			
•	Explain how the quality of own performance affects the performance of the whole group.			
STANDARD IV: (Discover Meaning): Students will find avenues of understanding and communication through connecting music to personal growth, the joy of living, traditions, culture, and history.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard IV: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard IV: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective A: Examine how music relates to personal development and enjoyment of life.				
•	Evaluate how the study of music expands the ability to communicate with and understand others.			
•	Tell how music can be a joyful part of daily activities.			
•	Describe how making music together helps develop skills and success in working with others.			
•	Describe how self and/or class have used music to be of service to someone.			
•	Explain how participation in music can become a lifetime pursuit and/or develop analytical and creative thinking skills.			
Objective B: Experience how music connects us to history, culture, heritage, and community.				
•	Demonstrate how people celebrate, mourn, create, communicate ideas, help others, express feelings, come together, and/or enjoy themselves through music.			
•	Perform and enjoy music related to various cultures, times, and places.			

•	Explain what the music experienced above means personally.			
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